



Woodside Primary School SCIENCE POLICY

Intent

Science in our school is about developing children's ideas and ways of working. We aim to enable them to make sense of the world in which they live through investigation and using and applying process skills. Science is a body of knowledge, built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. At Woodside Primary School, science should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Science; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of knowledge, skills and vocabulary. We want our children to develop a love of science that stays with them and a continuing desire to learn more about the world around them.

Following schools closures in England, we aim to ensure that every child has the opportunity to close any gaps created in their science curriculum.

Principles of teaching science at Woodside Primary School:

- Children are **engaged** and want to know more.
- Children are having **fun!**
- Children are able to ask **questions** and make decisions about how to find the **answers**.
- **Investigations** answer questions, giving children the opportunity to draw **conclusions** and **reflect**.
- It is '**hands on**' and children gain **first hand** experiences.
- It incorporates **outdoor** learning.
- Scientific **language** is used by staff and children.
- Children experience a range of **equipment** and teaching **strategies**.

Implementation

Science is a core subject in the National Curriculum. The planning of science is a process in which all teachers are involved to ensure that the school delivers full coverage of the current National Curriculum and Foundation stage. The topics and focus texts throughout the school provide a vehicle to deliver the science curriculum and ensure that all units are covered. It ensures progression between year groups and guarantees skills are revisited. Curriculum maps for each year group show topics and the units of science taught.

When teaching science, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers should assess children's prior knowledge and understanding to ensure work is pitched at the correct level. A variety of teaching approaches are used based on the teacher's judgement. Teaching key subject specific vocabulary is also a key part of our science curriculum. The vocabulary children will need for each unit is identified on medium term planning and knowledge sheets that are placed in science books at the beginning of each unit.

Assessment and Monitoring

Science assessment is based on teacher's assessment of children. This is then reported on the school's assessment document and the percentage of children working at, above and below the expected standard are identified. At the end of Key Stage 1 and Key Stage 2 the results are submitted to the local authority. At the end of a unit, teachers will identify if a child is working at the expected standard for the objectives linked to knowledge and working scientifically. The subject leader collects samples of science work across the key stages and moderates science work against the exemplification document published. Science is monitored throughout the school by the science co-ordinator and Senior Management Team. Monitoring includes lesson observations, book scrutiny, pupil voice and sharing examples of good practice.

Resources

- The vast majority of resources are stored centrally in workshop.
- Teachers should collect their resources as they need them and store in own classroom until end of teaching unit.
- Resources should be cleaned before returning to central storage.
- Where possible, equipment should be allocated to individual pupils to use throughout the unit and avoid sharing equipment with peers.
- Staff should notify the co-ordinator of any extra resources required, of any breakages or losses that occur and of any new materials, CD ROMs, books, DVDs etc. that might prove useful.
- Unsupervised children should not be allowed to collect resources.
- Staff should collect any potentially harmful equipment, such as glass jars or certain chemicals.

Impact

We have been recognised for our achievements in science teaching at Woodside Primary School by being awarded the Primary Science Quality Mark – Silver. We have now embarked on this journey again to ensure the standard of science teaching and learning and the enrichment opportunities offered to the children is remains high. Within science, we strive to create a supportive and collaborative ethos for learning by providing opportunities for children to question and investigate, to discover answers for themselves and take their learning in a direction they are interested in.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Marking of written work in books.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers and pupils to understand their learning journey.
- External moderation of children's work at the end of each Key Stage.
- Formal reporting of standards at the end of each Key Stage.
- Annual reporting of standards across the curriculum to parents.
- The science subject leader will continually monitor the impact science teaching is having on the children's learning through book looks and pupil chats to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained (sticky knowledge) and continually revisited so that the learners are able to apply the skills they have been taught to a variety of different settings and scenarios.

Health and Safety

- The teacher should be clear as to the purpose of the work and ensure that any testing that needs to be carried out complies with the Health and Safety procedures and has been practised prior to the lesson.
- Safety hazards should be pointed out to the children at the beginning of any work.
- Teachers should take into account any individual needs or allergies.
- Teachers should be aware of chemicals, batteries and tools kept in the central cupboard and ensure adult supervision at all times.

Review

Review Date – September 2022

To be reviewed - September 2025

Headteacher: Richard Collings



Science Lead: Lindsey Houghton



Chair of Governors: Mike Nelson

